

Purposeful Cognitive Organisers

Mind map

Floor storming

Semantic map

Concept map

Think, pair, share

Six thinking hats

Consequence map

Spidergram

Vocabulary Clines

Matrix

Flow chart

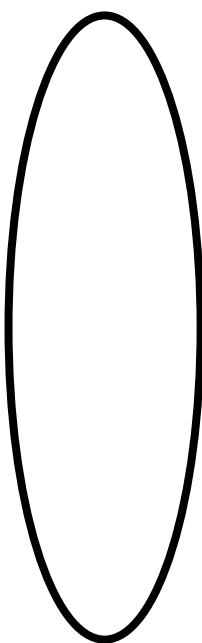
Structured overview

Diagramming

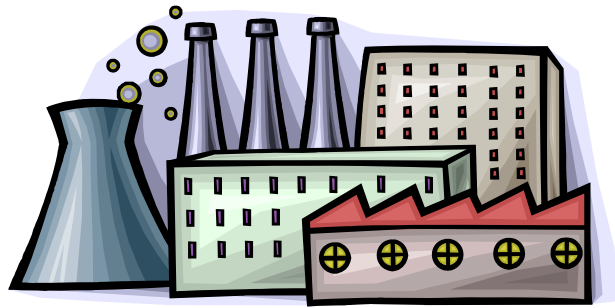
Graphic outline

Teaching definitions

Logic



Floorstorming



Strategies for Vocabulary Development

One of the main difficulties ESL students face lies in the number of words to be learnt. In recent years there has been increasing interest in the significance of vocabulary learning to second language development and hence in the ways of teaching vocabulary, in particular focusing on:

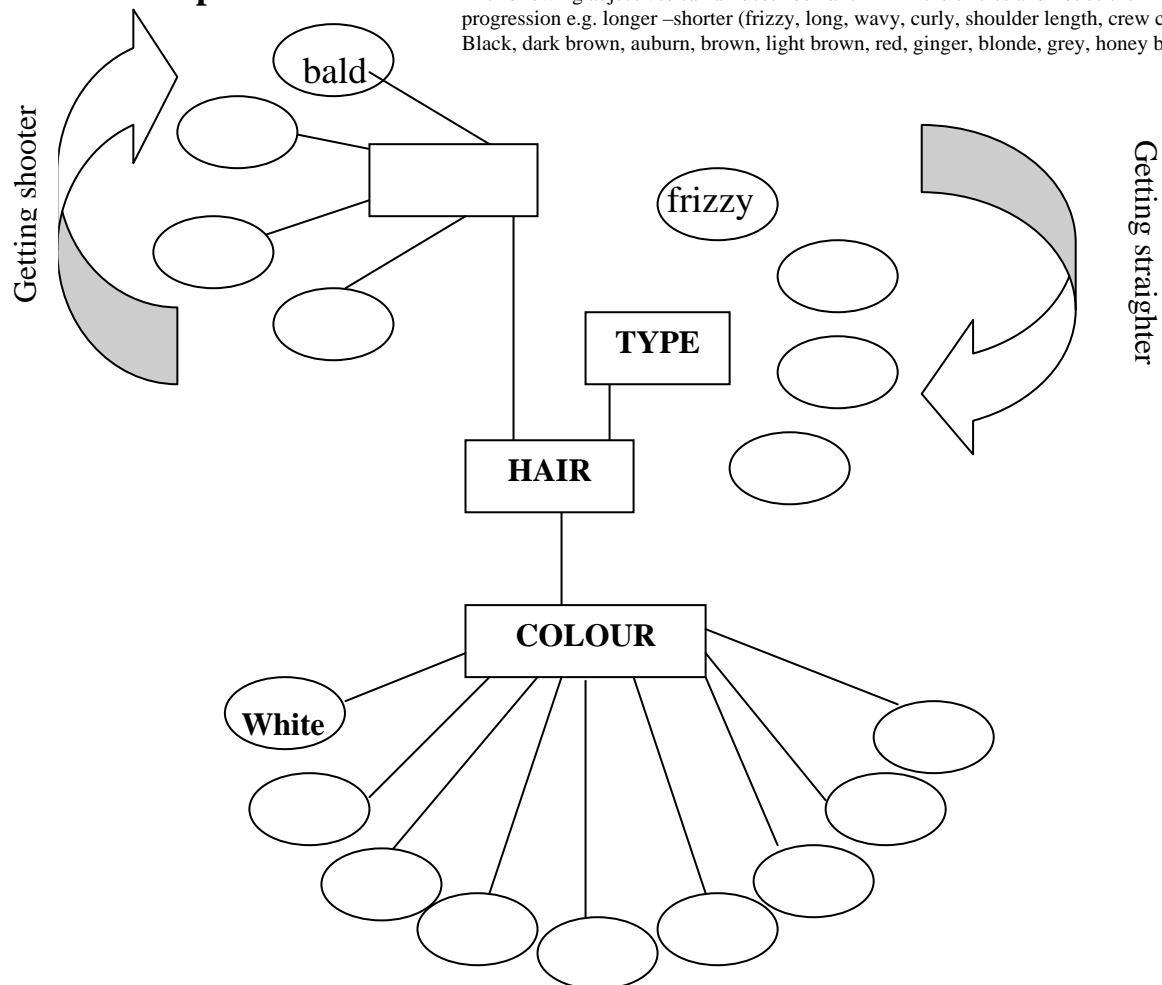
- The role of memory
- Vocabulary learning through reading
- The presentation of new words in meaningful texts
- The transforming of receptive vocabulary into productive vocabulary

Following are examples of several strategies for promoting vocabulary development.

Semantic Map

Student Activity

The following adjectives can all describe hair. Fill in the circles and notice the progression e.g. longer –shorter (frizzy, long, wavy, curly, shoulder length, crew cut, bald Black, dark brown, auburn, brown, light brown, red, ginger, blonde, grey, honey blonde)



From: Working with Words, Ruth Gairms and Stuart Redman, CUP, 1986

CONCEPT MAP

Most General

Animals

Insects

Butterflies

Bees

More specific

Six legs

Eggs

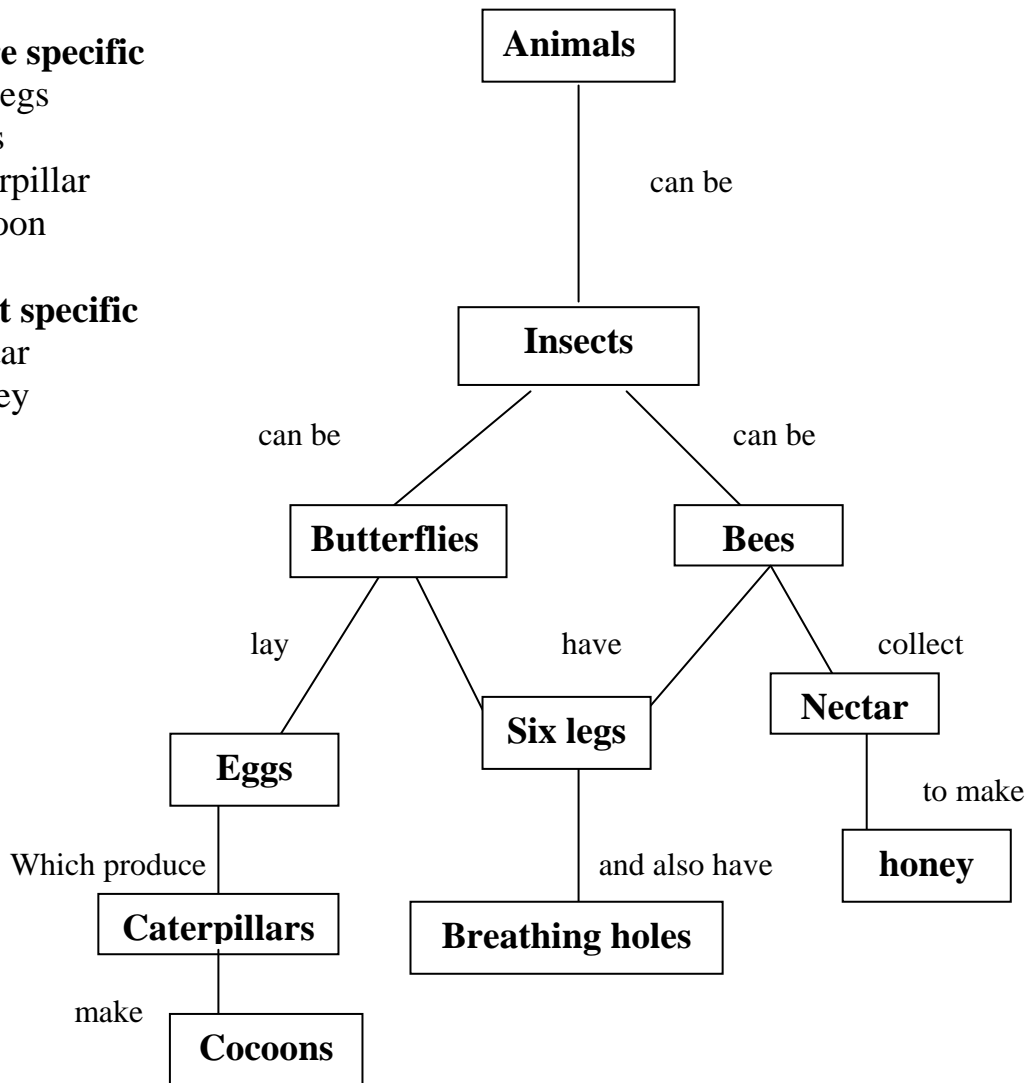
Caterpillar

Cocoon

Most specific

Nectar

Honey



Think, Pair, Share

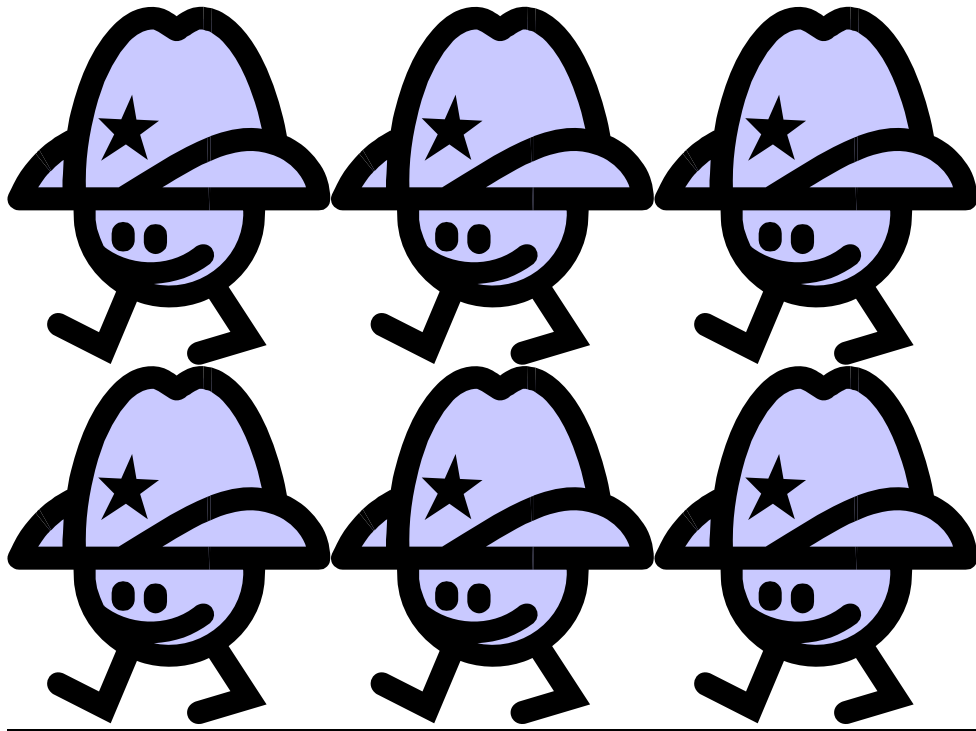
A strategy to clarify information

Think – What do you already know?

Pair – share it with a partner to expand your knowledge.

Share – All pairs share their knowledge in a group

Six Thinking Hats



White hat – information, figures and facts

Red hat – emotions, feelings and hunches

Black hat – negatives, caution and judgement

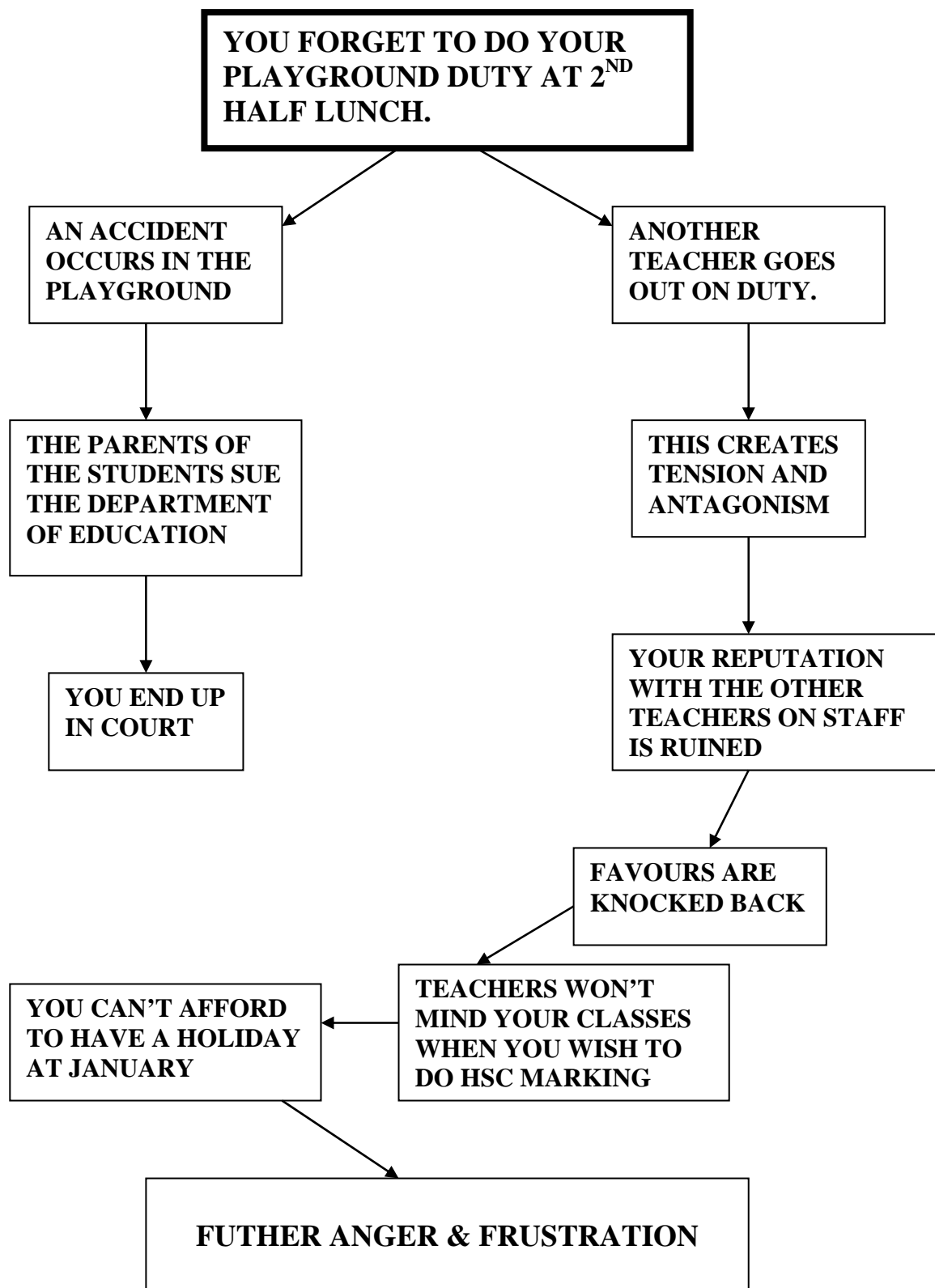
Yellow hat – positives, optimism and positive aspects

Green hats – creativity, creating ideas and alternatives

Blue hat – controlling the sequence of thinking

CONSEQUENCES WEB

The CONSEQUENCES WEB is a teaching learning strategy which explores the relationship between a cause and its effects.



Spidergram

A spidergram can be used to visualise all parts of an issue. The issue is the centre of the spidergram. Ideas that arise from each aspect radiate from the centre.

P=plus, M=minus, I=interesting. These can be used to continue the discussion of the issue.

P

M

I

P

P

M

M

I

I

**Council
Collection**

Garbage put in
sink disposal

Garbage put in
compost heap

**Disposal of
food scraps**

P

P

M

M

I

I

**Worm
farm**

**Chook
food**

Vocabulary Clines

Purpose: to help learners define their knowledge of words describing a similar attribute and to support the teaching of modality in writing.

Description: Any group of words which might be placed in an order. Some possibilities include: - colours, size, shape or synonyms for said, ran, walked, feelings etc.

Implementation: Students brainstorm or research all the words they can relate to a given topic or are given a list of words. The words are written on cards so they can be moved around easily. Words are placed along an imaginary slope or 'cline'. The object is for the group to place the words in an order of intensity.

Example

Words of temperature

Cold

Cool

Tepid

Lukewarm

Warm

Hot

Boiling

Individuals should be able to justify their decisions or reasons for where words are placed on the cline. The group should be able to all agree with the final order. A chart of words can be constructed and as new words are discovered or new understanding is developed they may change the order.

Suggested topics

Small to huge

Joy to anger

Slow to fast

Good to best

Quiet to loud

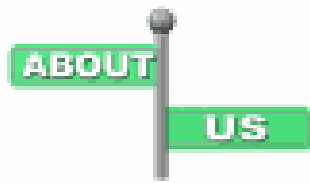
Whisper to howl

Ref. Miller, T. & Player, S. (1998). *Secondary Literacy Across Curricula* (SLAC).

See also *Teaching Literacy in Year 7*, p 36. *Follow-up to Ella*

big	cold	dawdling	silent	fair	little
large	cool	plodding	still	satisfactory	small
huge	tepid	unhurried	hushed	good	minute
hefty	lukewarm	sluggish	quiet	pass	miniscule
significant	warm	slow	humming	poor	tiny
enormous	hot	quick	noisy	fail	teeny
gigantic	boiling	speedy	deafening	competent	infinitesimal
massive	burning	rapid	buzzing	bad	diminutive
gargantuan	searing	swift	loud	fine	petite
colossal	blistering	hasty	shrill	excellent	diminutive
immense	smouldering	brisk	piercing	first-rate	modest
vast	flaming	hurried	thunderous	superior	microscopic

Logic



	12	14	16	18	20
Name					
Marital status					
Pets kept					
Reading preferences					
Favourite drink					

Fill in the squares with the information provided

About Us

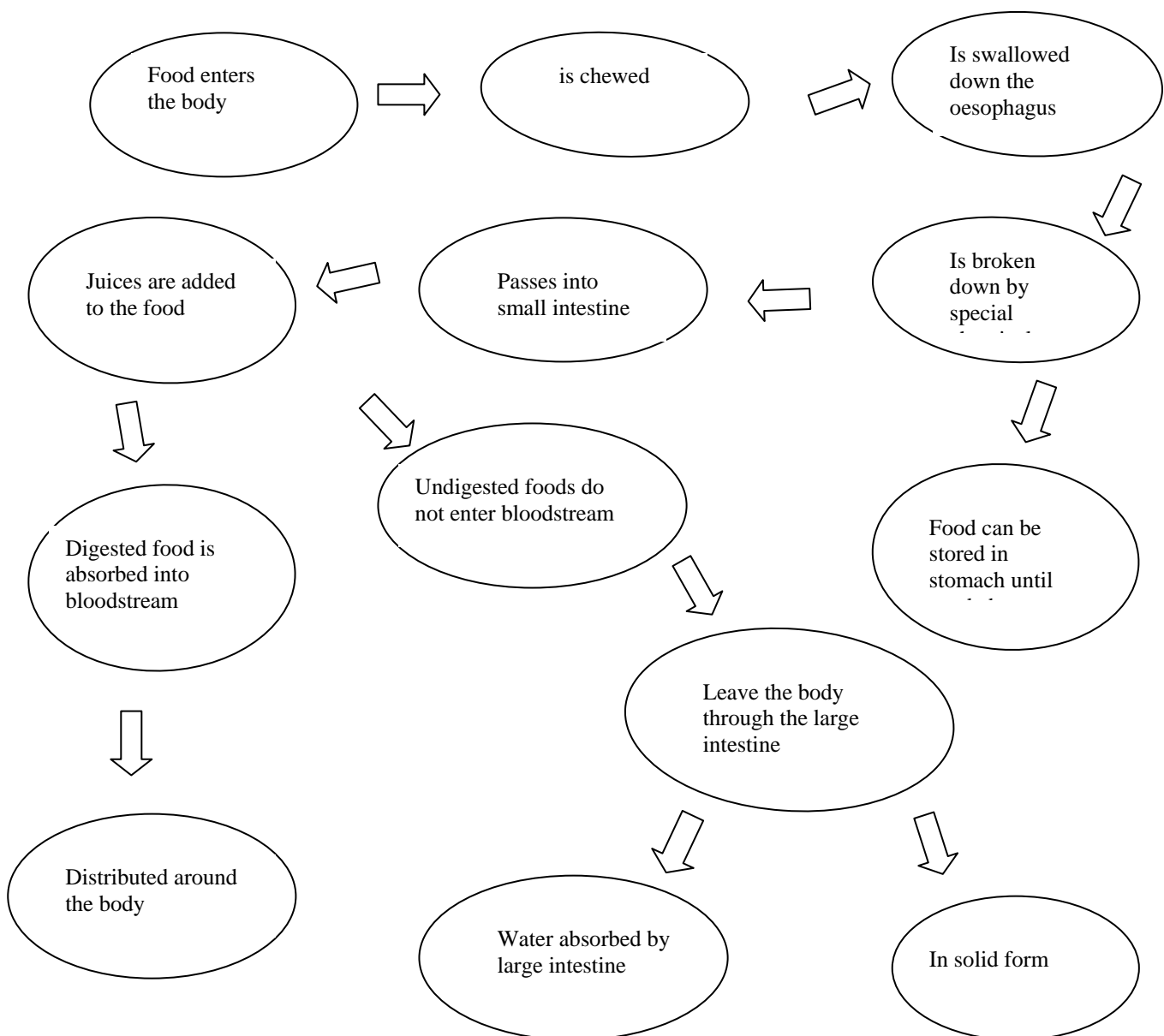
Miss Turnbull owns a dog.
Woman at number 12 has 2 pets. A turtle and a rabbit.
The dog owner drinks lime and soda.
Mrs Tiekle is married.
The married woman reads newspapers.
Mr Michell is a widower; his neighbour is divorced.
The woman who likes coffee does not own a pet.
No 18 is the only house without a pet.
The five pets are a cat, a dog, a canary, a rabbit and a turtle.
The bachelor likes reading history.
Mr Michel cannot read he watches TV.
The widower and the spinster like lime cordial
Mrs Braiding likes to read novels.
A wine drinker owns a canary.
The dog owner, who lives next door to a bachelor, reads love stories.
Mr McGuire lives between Miss Turnbull and Mrs Braiding.
The married woman drinks wine and so does the bachelor.
Mr Michel lives at number 20.
The dog owner and the cat owner do not live next to each other.
The pet at number 14 is a dog.

Cut into strips and share amongst the students. Read each piece of information to complete the table.

The Digestive System

Animals eat solid food; however their organs only use food in soluble form.

The digestive system changes solid food into soluble food. Food enters the body through the mouth or gullet. In the stomach, special chemicals break down the food until it dissolves. Food can be stored in the stomach until needed. The food mixture leaves the stomach and passes into the small intestine, which is the main digestive organ. Here juices from various organs are added to the food to complete the digestion. Digested food is absorbed into the blood stream through the walls of the small intestine for distribution around the body. Undigested foods do not enter the bloodstream. They leave the body through the large intestine. This waste material is mainly solid, since water gets absorbed by the large intestine.



Teaching Definitions

- Write the words of the definition onto cardboard, one word per card.
- In the order of the text, place a number 1 - ? on each card.
- Teacher has a list of the words with their numbers.
- Lay the cards face down or blue tack them face down to the board.
- Students are asked to offer suggestions of words that might occur in the definition. Accept key words before words like 'the'.
- When students say a word, it can be turned over if the student can state its function in the sentence.
- Questions should be asked and a discussion formed about the purpose of each word in the sentence.
- Questions can be asked to prompt words.
e.g. what describing word would fit in with this noun?
What verb would be appropriate in this space?
- Grammatical terms can be taught such as pointers, describers, classifiers, numbers, nouns, pronouns verbs, things. The main aim is to discuss the function.

Thus, students get a chance to really look at the formation of the sentence while learning the key technical definition.

1 5 14	the
2	greenhouse
3	effect
4	is
6	result
7 10	of
8	increased
9	levels
11	carbon
12	dioxide
13	in
15	earth's /earth
16	atmosphere

Matrix Activities

Objective: Learners develop specific language functions to obtain and give information using a matrix.

Language functions: Stating, Identifying, Classifying, Questioning and Suggesting.

Sample Activity

LEARNER D	Learner A	Learner B	Learner C	Learner D
	BIRD A	BIRD B	BIRD C	BIRD D
Black head				
Long legs	✕			
Sharp claws			✓	
Long neck		✕		
Webbed feet		✓		✕
Short beak			✕	
Black feathers				✓
Short wings	✓			

FIGURE 4 Learner D's card used in the following two-way information task.

Procedure

Each learner has a matrix with some information about their bird as well as some information about the birds of the other group members-as above. Note that these are features of imaginary birds.

The information about each bird is indicated by a cross or a tick a cross means the bird doesn't have that feature and a tick means it does. Some squares are left blank.

Learners obtain information about their birds by asking other group members in turn. If they receive an "I don't know" answer indicated a black space on the matrix.

They continue asking questions until their section on the matrix is complete.

Purpose

To highlight the importance of using graphics for comprehension of text and concepts.

Description

This technique presents another way of responding to text; it can be used to monitor students' understanding and demonstrates that reading includes non-text and other graphic information.

Materials

Pen, paper, text

Implementation

1. The teacher models the skill by using think aloud strategies (see page 80) with text at an independent level, constructing a graphic to fit the text.
2. Present students with a parallel text that easily translates into the same type of graphic, such as: description of a person or scene to produce a sketch; the process of washing dishes to produce a flow chart; or representing the age of four people in a family to produce a bar graph.
3. Students jointly contribute to drawing a graphic to fit the text.
4. Students then work in pairs with a similar text to produce a third graphic of the same type.
5. When students have mastered this type of graphic, move on to another type

Example

Create a diagram or concept map for the following information:

Food can be categorized into different groups according to properties

Food groups

Proteins and dairy	Carbohydrates	Fats & oils	Sugar	Fruit and vegetables
milk, cheese yoghurt, cream ice-cream Tuna, salmon, sardines, Chicken, turkey Steak, chops Eggs and nuts	crackers and biscuits Bread – white, rye, brown etc Pasta- penne, spaghetti, lasagne Pastry, cake Rice, rice cakes Potatoes, chips	vegetable & olive oil sesame oil, peanut oil butter & margarine	Sugar and sugar substitutes Honey and golden syrup cola and lemonade lollies cordial	strawberries, grapes, raspberries oranges, apples, lemons, tomatoes passion fruit broccoli, carrots lettuce, celery zucchini, beans Cucumber, peas

Science Draw a flow chart to represent the water cycle, based on a text; or write the text to fill a water cycle graphic. See teaching literacy in science in year 7, pages 108-109.

Maths Draw a bar graph of the height of students in the group or of favourite colours.

History Draw a time line of a biographical recount.
See *Teaching literacy in history in year 7*, page 62-63.

English Draw a socio-gram for a literacy character. See *Teaching literacy in English in year 7*, page 94.

Helpful hints:

- ESL students may find this activity difficult. Give them a partially filled in diagram before they are asked to do the whole task independently.
- See also *Teaching literacy in English in Year 7*, page 78.

